DOCUMENT RESUME

ED 297 121 CE 050 618

TITLE Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE 86
NOTE 25p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advisory Committees; Communication Skills; *Community Involvement; *Cooperative Planning; *Family Life Education; *Home Economics; Leadership; *Parent Participation; Parent Teacher Cooperation; Participative Decision Making; Program Development; *Public Relations; Recruitment; Secondary Education; Student Participation; Teacher Role; Teamwork

ABSTRACT

This guide is intended to assist teachers and vocational administrators in getting parents, students, and members of the community at large to participate in the process of planning and developing a high-quality home and family life education program. The first section discusses the importance of teamwork among parents, students, school, and community and the role of the vocational home and family life teacher in facilitating such teamwork. The remaining sections deal with the following topics: advisory committees (key functions, membership, district support, management structure, member notebooks, school liaison and teacher roles, and general advisory councils); parent contact (home, worksite, school, and phone contacts and guidelines for parent contact letters); extended class learning (components, characteristics, and evaluation of extended class learning); leadership development (teachers as change agents, decision makers/problem solvers, and advisors); and community contact (purposes and benefits). Guidelines on how to be an effective communicator (discussing barriers to effective communication in schools and conditions for positive interactions between teacher and parent during home visits and parent contacts) are appended. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

interact

ED297121

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Rutherford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 050 618

A Plan for Participation in Home & Family Life Programs

It is the policy of the Washington State Office of the Superintendent of Public Instruction not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicapping condition in its educational programs or employment policies in accordance with the Washington State Law Against Discrimination, Public Law 218 (I.C. 1971 Title 20), Civil Rights Act 1964 (Titles VI & VII), Equal Pay Act of 1973, 1972 Education Amendments (Title IX) and Section 504 of the Rehabilitation Act of 1974.

H.E. Bulletin No. 44

interact

A Plan for Participation in Home & Family Life Programs

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Jan Carlson
Assistant Superintendent for Vocational Education

Jay Wood
Administrator of Program Development

Nancy L. Johnson
Director of Home and Family Life Education

Olympia, Washington
Revised 1986

INTRODUCTION

INTERACT is designed to assist teachers and vocational administrators fulfill their professional obligation to the public they serve.

INTERACT focuses on utilizing the unique talents, skills and advice of parents, students, administrators, community members, and teachers to develop a Home and Family Life Program. Such a program is specially designed to improve the quality of life and meet the goals and values of a particular community working as a team.

In our society, public education is a cooperative venture. It is a coordinated effort between educators and citizens working together to provide a program for students.

This guide is centered around those topics most pertinent to planning and implementation of a quality Home and Family Life Education program as clearly identified in the "Specific Criteria for Home and Family Life Education in the State of Washington." Included are:

-- Advisory Committees
-- Parent Contacts
-- Community Contacts
-- Extending Class Learnings
-- Development of Leadership Skill

ALL are integral and essential parts of a total Home and Family Life program.

INTERACT may be used by a teacher, a school Home and Family Life staff or a district Home and Family Life staff--

Begin by analyzing current program strengths;

Select one or more areas which need improvement;

Make a plan for implementing change, which may include developing or participating in workshops in-district, those offered by colleges and universities or the Office of the Superintendent of Public Instruction.

Revision Editor:

Marcia L. Riggers
Teacher Educator
Washington State University

ASSUMPTIONS

A quality Home and Family Life Education Program is based upon participative planning.

INTERACTION OF PARENTS, STUDENTS, SCHOOL AND COMMUNITY:

Is a vehicle by which the community can share in democratic decision making regarding the education of children.

Results in subject matter that is related as much as possible to the students' lives, needs, interests and goals.

Benefits the learner through expanded and improved options, increased relevance, recognition, safety and service.

Creates a positive atmosphere for learning at school and home.

Facilitates positive educational growth in children by involving parents as resources for demonstrating specific concepts in the classroom--exploring careers; providing "hands on" experience with tools of various trades and professions; and assisting students through a content-related concept, skill or technique.

Stimulates and provides opportunities for increasing social and academic competence of future community members.

Provides a vehicle for valid evaluation of the educational program.

Will be more effective if the teacher has a comprehensive understanding of the processes of community involvement, communication, identifying goals, guiding conversation and listening.

THE VOCATIONAL HOME AND FAMILY LIFE TEACHER:

Communicates frequently with many persons and groups in school and community.

Communicates with parents to gain insight and understanding of individual family life styles, values and goals.

Believes the philosophy, rationale and process of extending class learnings provides students an opportunity to solve problems in relation to content areas, to see the impact of the community on their homes; to appreciate the traditions and customs of their own families; to understand the dynamics of family organization and to meet other challenges.

SPECIFIC CRITERIA FOR HOME AND FAMILY LIFE EDUCATION

State of Washington
Superintendent of Public Instruction

The objectives are based on analyses of the occupation of homemaking and the roles and functions of family members. These analyses are continuous and utilize ADVISORY GROUPS and CONTACTS WITH FAMILIES through home visits.

The program provides opportunities to explore all areas of home and family living in a general course which is prerequisite to advanced study. Such a course is balance in terms of intensity of study in each of the tasks related to the occupation of homemaking--child rearing, decision making, managing personal and family resources and family relationships, purchasing goods and services and providing adequate housing, food and clothing for the family. The total hours of the general course will be dependent upon the scope and objectives of the grades 6-8 program, but will be no less than 90-120 hours. If there is no planned course work in grades 6-8, the general course will be one year (120-180 hours).

Offerings are provided beyond the general course in each area to develop needed competencies for the occupation of homemaking. Advanced study may be organized as advanced general homemaking courses or as semester courses with emphasis on one or more areas. Advanced study will include up to but no more than the equivalent of one semester in each area of home economics with the exception of child development. A year-long course in child development may be organized if a continuous practicum is provided for the student with young children. Study in any of the several areas of home economics beyond one semester could be planned with an entry employment objective.

Opportunities are provided for all boys and girls to prepare for their roles as family members including special provisions for those with handicaps.

Opportunities for students to EXTEND LEARNINGS beyond the classroom are an integral part of the planned instruction. The extended learnings shall provide for individual differences and for opportunity to further develop and apply learnings in the home and community setting.

LEADERSHIP TRAINING through planned activities to prepare youth for participation as responsible members of the community is provided. A chapter of the Future Homemakers of America, organized as an integral part of the home economics program, meets this criterion.

Class size and total load allow the teacher to work with individual students in the class setting and in extended learnings beyond the class. A full-time vocational Home and Family Life instructor's load does not exceed 120 students; an instructor with a split schedule of vocational and nonvocational students does not exceed a total of 140 students; and vocationally approved classes do not exceed 28 students.

*Check with current criteria.

An instructors schedule includes at least one and one-half hours per vocational student per year (in addition to a regular preparation time) to make home visits; coordinate in- and out-of-class learnings; develop an ADEQUATE PROGRAM WITHIN THE COMMUNITY and develop youth leadership. If the instructors' normal load schedule does not provide this time, extended time is contracted. A full load of 120 students would require a minimum of 180 hours (one hour per day) for these activities.

The program provides preparation for entry into occupations using the knowledge and skills of home economics when the need for such a program in the community has been identified. Such programs require additional coordination time to develop working relationships between the business community and the school.

Table of Contents

Topics	Page
Advisory Committees	7-11
Parent Contact	13-14
Extended Class Learning	15-16
Leadership Development	17-19
Community Contact	21-22
Appendix	
How To Be An Effective Communicator	23-25

ADVISORY COMMITTEES

A Home and Family Life Advisory Committee is a group of people, outside the education profession, who help teachers meet the needs of individuals and the society in which they live through programs which will give men and women skills for the occupation of homemaking.

Key Functions

Local advisory committees for Home and Family Life programs have several key functions:

- Assessing programs according to local needs; assisting with occupational surveys to determine essential knowledge and skills needed in the occupation of homemaking;

- Making recommendations to staff and administration for changes and additions in relation to the "Specific Criteria for a Home and Family Life Program". This may include verifying the course content in relation to survey findings and the specific criteria, previewing course materials, audio visuals, handouts and physical facilities;

  It is in the domain of what shall be taught that necessitates citizen involvement. The how it shall be taught is determined by the professional educator.

- Recommending desired staff skills and competencies needed;

- Supporting the program within the community and interpreting program needs to school administrator, community and government agencies and the legislature.

The success and effectiveness of an advisory committee is directly related to the members' understanding of their function and the operation of the committee.

Membership

Members should represent the diversity of the community the school serves. Those appointed may include:

- Homemakers - male and female;

- Parents and single parents with students in school;

- Business and industry representatives - professional, managers and workers;

- Significant community groups - cultural, economic, political, religious and minority;

- Life style representatives - elderly, handicapped, teen or young families.

Those who serve in an advisory or ad hoc role are persons who may provide significant background or insight on issues impacting the local community, including:

- representatives of health and welfare agencies
- government services
- school guidance and counseling services.

Each member needs some knowledge about families, an interest in the occupation of homemaking and a willingness to serve.

District Support

In order to ensure district support for and understanding of the work of the advisory committee, member appointments should be made in writing by the district superintendent. The appointment letter should include the terms of the appointment - length of term, role of the committee, frequency of meetings and expectations of membership.

Management Structure

Operation of the advisory committee will be most effective when:

- Committee size is six to ten members;

- A regular system of terms and replacement on a staggered schedule is established;

- Meetings are held at least two and preferably three to four times per year. Small subcommittees working on specific tasks may reduce the number of general meetings per year;

- A chairman is elected by the committee from the membership;

- A secretary keeps minutes and sends communications to members and the school liaison;

- A school representative acts as liaison between school and the committee and to provide information to members about school programs. The school liaison may be the vocational director or one of the Home and Family Life teachers and is not a voting member of the committee.

Member Notebook

Each advisory committee member will need a wide variety of information and background material in order to participate effectively. It is most helpful if each member is provided a notebook which would include the following:

- Membership data - names, terms, phone and addresses.

- Minutes - a record of previous meetings, at least two years if possible, and current minutes.

- Home and Family Life Program -
  - District philosophy
  - Course student learning objectives, outlines and descriptions
  - Program scope and sequence and descriptions
  - Requirements
  - Enrollment patterns
  - Five-year plans
  - Past and present budgets

- Home and Family Life staff - training, expertise and teaching assignment

- School operating system -
  - Lines of responsibility and authority
  - Process for communicating concerns and recommendations

- Role of the advisory committee
  - Tasks which committee may undertake

- Community resources

- Supporting information and publications
  - U.S. Office of Education
  - Superintendent of Public Instruction
  - Local and State Board of Education

Role of School Liaison

The school liaison should be prepared to do the following:

- Acquaint committee with the total vocational program including all of the various services;

- Place informational material in the hands of each committee member. This material should include pertinent releases and publications of the local school board;

- Make available consultants from industrial organizations, government agencies and community service organizations to the community in providing specific information that may be needed;

- Make available complete information on the financing of the vocational education program;

- Provide information on existing and pending vocational legislation to committee members and solicit their support of needed legislation;

- Maintain a complete file of the minutes of all committee meetings. Distribute copies of minutes to all committee members, alternates, teachers and administrators;

- Identify specific tasks which the committee may undertake soon after is formation;

- Provide interest, enthusiasm, encouragement and a positive setting for members;

- Develop and communicate a system of transmitting recommendations;

- Develop a plan for demonstrating appreciation for committee work and efforts of members.

Role of Teacher

The Home and Family Life teacher(s) should:

- Attend at least one meeting of the advisory committee as observers;

- Encourage committee members to visit and become familiar with all Home and Family Life programs and facilities;

- Share success and concerns of program and students;

- Identify needs related to curriculum, equipment and resources;

- Communicate frequently with the school liaison.

General Advisory Council

School districts which have more than one occupational or vocational program area (i.e., Home and Family Life, Distributive Education, etc.) shall have an overall advisory council. This committee

will provide advisory service in determining school system objectives and policy in relation to the types of vocational education services that are needed in the community and the relative emphasis of the various programs.

Resources

Advise for Action - A Pocket Guide on Advisory Committees, Washington State Advisory Council on Vocational Education, Olympia, WA 98504. 1984.

PARENT CONTACT

The purpose of parent contacts is to establish a link between the student, the home and the school home and family life program. The parent, teacher and student working as a team can identify the competencies required for the occupation of homemaking in the lives of young men and women. During the contact, the Home and Family Life teacher should:

Provide parents with specific information regarding course content, objectives, measures of performance, and ground rules for behavior and participation;

Identify specific ways parents may respond or provide input regarding curriculum outlines, course objectives or student needs;

Encourages groups to view special teaching materials and react to appropriateness of the materials to achieve instructional objectives. (Objectives planned and approved in cooperation with the Advisory Committee);

Encourage parents to visit classroom at an appropriate time;

Convey to the parents ways in which they may provide assistance to the program or their student;

Leave materials for parents to consider later;

Follow a contact with a note or call to identify points or ideas that were helpful and to further involve parents in the program.

Home Contact	Contact at the home of a student provides an unequaled opportunity to meet parents in a relaxed non-school setting. Such a setting for the Home Economics teacher is rather like another vocational education teacher visiting a cabinet shop or business office. It is the site where the occupation of homemaking is carried on continuously in the manner determined by that family.
Work Site	It is often possible to meet a parent at their place of employment during lunch or a break. Even though time may be short, this is an excellent opportunity to establish a positive contact in a convenient manner.
School Contact	Contacts at school through open house, teas, PTA, etc., provide the foundation for future interaction. Such future interactions may include parent teacher conferences or small groups of parents who meet with the teacher at school or in the community for the purpose of discussing the Home and Family Life curriculum or concerns.

Phone Contact	At times a phone call may be an appropriate contact if it is not possible to meet a parent at home, at school or in the community. If a phone contact is made, course materials should be sent in the mail or via the student preferrably prior to the phone contact since this information may provide the basis for discussion by phone.

GUIDELINES FOR PARENT CONTACT LETTER

Personalize	Address to a specific person and include name of student. "Dear Mr. and Mrs. Brown . . ." or "Dear Ms. Jones . . . Your son, Dick, is enrolled in . . ." Add a sentence or two about the program
Communicate Purpose	"I would like to meet with you at your home to discuss . . ." explain . . ."
Prepare parent for discussion	"We are currently in Child Development. It would be helpful to our time together if you would consider your response to the questions attached."
Provide for Response	"I am available afternoons _____ evenings _____ time _____."
Directions for Handling	"Return by your son or daughter as soon as possible."

All letters to parents or the community should be on letterhead, printed in a high quality manner and free from errors.

Letters should be signed by the Home and Family Life teacher and the principal, vocational director or superintendent.

EXTENDING CLASS LEARNING

The home and community can provide opportunities for students to have realistic experiences with actual application of learning from class.

Beyond the Classroom

Planning for specific learning beyond the normal classroom activity is an important method of individualizing instruction to meet the unique needs of each student.

Home and Family Life teachers have used a variety of terms to indicate the concept of extending class learnings:

Home projects, Extended learning, FHA Degrees of Achievement, guided experiences, long term and short term projects and FHA POWER OF ONE.

Components

The name of this learning is not important as long as it includes the following:

Is a planned learning experience with an identified goal;

Has a direct relationship to a current class unit;

Extends the beginning levels of learning beyond the scope of normal classroom activity to the home, school or community where application and synthesis may take place.

Characteristics

The Extended Learning should encourage growth and be determined by the individual student's learning needs and previous experience. The learning may:

- be a simple repetition of a class activity or
- go beyond repetition to the application of skills in new and creative ways.

AND

- involve one or more students; family members or community members;
- be carried out in hours; several days or longer.

Plan

Extending learning beyond the normal classroom activity should be the natural result of stimulating classroom experiences. They are planned with the teacher and students in the same manner as other classroom activities are planned and coordinated.

These learnings, which also individualize instruction, may also be a part of home visits, parent conferences and Future Homemaker of American POWER OF ONE or STAR Chapter projects.

Evaluation

Evaluation of learning beyond the classroom is not only important, but an essential part on the plan and may be accomplished in a number of ways:

By the student alone;

Family members;

In student-teacher conferences;

The student working with family, community and friends;

Measurement teams.

LEADERSHIP DEVELOPMENT

The Home and Family Life curriculum, both content and process is a unique vehicle for developing leadership skills in students. It provides numerous opportunities for students to plan, carry out and evaluate individual and group learning experiences in the classroom, at home and in the community.

Leadership development is the tool that enables students to fully utilize the subject matter content they receive through Home and Family Life Education. The roles of homemaker, wage earner and citizen demand skills and abilities related to communication, cooperation, decision making, managing resources and assuming responsibility. It is through leadership development activities that students gain these skills. Students can learn more subject matter content AND acquire leadership skills when teachers make leadership development an integral part of the program.

An effective leadership development component should be:

Visible	Stated in District Program Philosophy Course Goals and SLO's;
Planned	Strategies must ensure that all students are developing a wide range of leadership skills;
On-going	Opportunities for developing leadership skill need to be frequent;
Based on student interests, concerns and ideas	Involve students in the planning and management of learning activities;
Evaluated	Evaluated by students, teachers and parents to ensure effectiveness

Both a well planned program of leadership development and an active chapter of Future Homemakers of America are methods by which leadership skills may become an integral part of Home and Family Life Education.

Major goals include opportunities for students to:

- assume leadership roles at home, school, on the job and in the community;
- facilitate individual and group progress toward identified goals;
- demonstrate ability to disseminate and receive information through written and oral communication;
- evaluate individual and group action.

Where Future Homemakers of America is used in each class as a method of teaching, young people not only learn Home Economics content, but develop a clearer understanding of their role as future community members.

Regardless of the method used, teachers who see their role as change agent/ advisor will greatly enhance their students development of leadership skills.

As a CHANGE AGENT the teacher:

Solicits and utilizes student, parent and community input in developing the program;

Takes an active interest and role in the local advisory committee;

Enthusiastically advertises and informs the community about the program;

Accepts and utilizes constructive professional criticism;

Proposes new Home and Family Life education programs or program changes.

As a DECISION MAKER/PROBLEM SOLVER the teacher:

Involves those affected by a decision in the decision-making process;

Knows when and whom to obtain support from in solving problems, making decisions, and initiating changes;

Obtains evaluative feedback from students, parents and peers about the program;

Clearly defines educational goals and objectives;

Diagnoses problems hindering achievement.

As an ADVISER the teacher:

Effectively communicates a rationale for the program based on the needs of the learner, the community, the society and philosophy of home economics education;

Establishes open communications with administrators and keeps them informed of progress;

Builds morale and encourages teamwork and cooperation among peers and students;

Develops and praises leadership potential and skills in others;

Serves as a subject matter specialist to parents and community;

Provides opportunities for students to extend learning beyond the structured class experience.

RESOURCES

For developing leadership:

Leadership Development through Planned Instruction in Vocational Education, Joseph G. Cvancara and Carol L. Weaver.

For developing leadership through Future Homemakers of America:

Youth Centered Leadership, Future Homemakers of America, 1910 Association Drive, Reston, VA 22091.

Action: Planning for Leadership Development in Home and Family Life Program, Superintendent of Public Instruction, Olympia, WA 98504.

COMMUNITY CONTACT

Purpose

Use of community resources can be one of the most effective ways to bring the real world into the classroom or take students into the real world and to expand the teaching resource base. Learning opportunities for the student are extended beyond the traditional teacher student relationship.

Benefits

Community contacts are essential for meaningful and realistic program planning and development. When the community is directly involved in the program, a positive school-community relationship will develop. Such interaction may result in expanded vocational offerings, increased relevance, recognition, service and safety.

Resource people can participate directly in the teaching process as well as the planning process by serving as panel members, guest speakers, demonstrators, classroom aids, or field coordinators of home or community learning experiences. Involved in the teaching process, community resource people can reinforce or confirm classroom learning, provide unique and exciting learning opportunities for students.

Community Resources

Community resources that can be discovered through community contacts include: representatives from government agencies, public and private utilities, banks and other financial institutions, local industries, business and other educational institutions. Professionals such as physicians, lawyers, counselors and ministers may also be excellent resources.

Parent Resources

Parents of students may serve as important resources. Parent contacts often result in the discovery of parents or family members with special talents, interests and a willingness to share.

GUIDELINES FOR COMMUNITY PARTICIPATION IN
HOME AND FAMILY LIFE CLASSES

Identify the objectives for having a guest speaker.
- Give the objectives to the speaker

Follow guidelines adopted by the district and/or the advisory committee related to issues of a sensitive nature or topics which have significantly differing views.

Arrange a convenient time for the speaker to visit class.
- Several weeks notice may be necessary
- Confirm the time the day before the visit

Brief the speaker about:
- the student in the class--age level, interests, background knowledge and previous course work
- the physical arrangements of the room

Clearly state areas for the speaker to cover or find out what information the speaker plans to give. It is important that the teacher and the speaker understand what areas are to be covered so that the students can be adequately prepared.

Prepare the students:
- point out key ideas to which students should focus their attention
- establish behavior guidelines for students
- assign students to invite, greet, introduce and thank the guest when the program is concluded

Provide opportunity for student discussion and evaluation

HOW TO BE AN EFFECTIVE COMMUNICATOR

To be an effective communicator, interpeter and liaison one must be aware of the barriers that block and hinder the development of meaningful two-way communication between a teacher and parent or between a teacher and a community group.

The real barriers of communication are not technical but personal. People communicate most readily with individuals they like and trust. Real communication occurs only when people pause to listen to each other with an attempt at understanding and withhold the tendency to judge and evaluate promptly comments made by other people.

BARRIERS TO EFFECTIVE COMMUNICATION IN SCHOOLS

Specialized Vocabulary

The specialized vocabulary of educators may not be understandable to non-educators. Home and Family Life teachers must be aware of the different social backgrounds within a community as well as the multiple definitions of words that cause inaccuraces in communication.

Perceptions

It is possible to threaten other persons by one's personality, status, or behavior. One may seem impatient, gruff, harsh, too sophisticated, aloof. During initial interactions, it is important to appear as much like the audience as possible. Recognize that varying backgrounds and experience may create anxieties which get in the way of effective communication.

The motivation that underlies the reason for an interaction can determine whether communication is a success or failure. The following aspects affect motivation:

The motivation that underlies the reason for an interaction can determine whether communication is a success or failure. The following aspects affect motivation:

Aspects that affect communication

Whether the parent or group was prepared for interaction;

Whether the last encounter with the school was positive or negative; and/or

Whether this is the first encounter with the school personnel.

CONDITIONS FOR POSITIVE INTERACTIONS BETWEEN TEACHER AND PARENT DURING HOME VISITS AND PARENT CONTACTS

Participant--not information receiver

Prepare parents and groups to be participants rather than information receivers through:

> Solicitation of ideas, feelings, attitudes; verbal or written questions, check sheets and lists, responses/reaction sheets prior to and during the interaction.

Interaction Role

The Home and Family Life teacher should view his/her role as a listener and an interactor. Impart an aura of cooperation and team spirit with the parent or community group.

Communication stoppers

Judgemental statements.

Advice. The teacher may suggest and clarify alternatives, but the final choice is up to the parent.

Gossip. Information which comes out in a conference, is confidential and you lose your effectiveness if this is violated.

Preparation for visit

Talk with parent prior to home visit or contact through written communication to expressly convey expectations of parent in relation to the visit. State why their input is important and what you hope to mutually gain from the visit.

Teacher responsibility

Accept the burden of responsibility for positive communication. Establishing and maintaining positive two-way communication between the home and school is the teacher's responsibility.

> Listen
> Be Patient
> Be Prepared

Utilize questioning techniques that probe and help clarify. Ask the parent to give examples, to elaborate, etc. Ask how and why questions.

Follow-up is critical

Follow-up procedures are an important aspect of communication. The parent needs to see the result of his/her ideas in some way when possible. Perhaps the parent can be called as a guest speaker, as an assistant or resource for a special classroom activity.

Observe cues	Be a keen observer of nonverbal behavior. The teacher as listener should concentrate not only on the meaning of words but also on the meaning of certain behaviors, such as hands, eyes, posture, and tone of voice. Use these cues to adjust and adapt as much as possible the interview to the comfort level of the parent.
Develop comfort level	Develop face to face interactions where the comfort level is best for both the teacher and parent. Having a group tea or open house for those parents you haven't met prior to a home visit may be one way to create greater comfort for future interactions.
Balance visits	Plan your visits so you get reinforcement and feel successful along the way, too. Intersperse known parents with unknown or nonparticipating parents in the school program.

V307QB.06